

Life Long Learning Strategy  
7 Step Model

**VSPORT**  
STRATEGY FOR A COMPETENT WORKFORCE

## 7 Step Model

Present the Model

Describe the steps (not in detail)

Practical examples

Discussion of each step

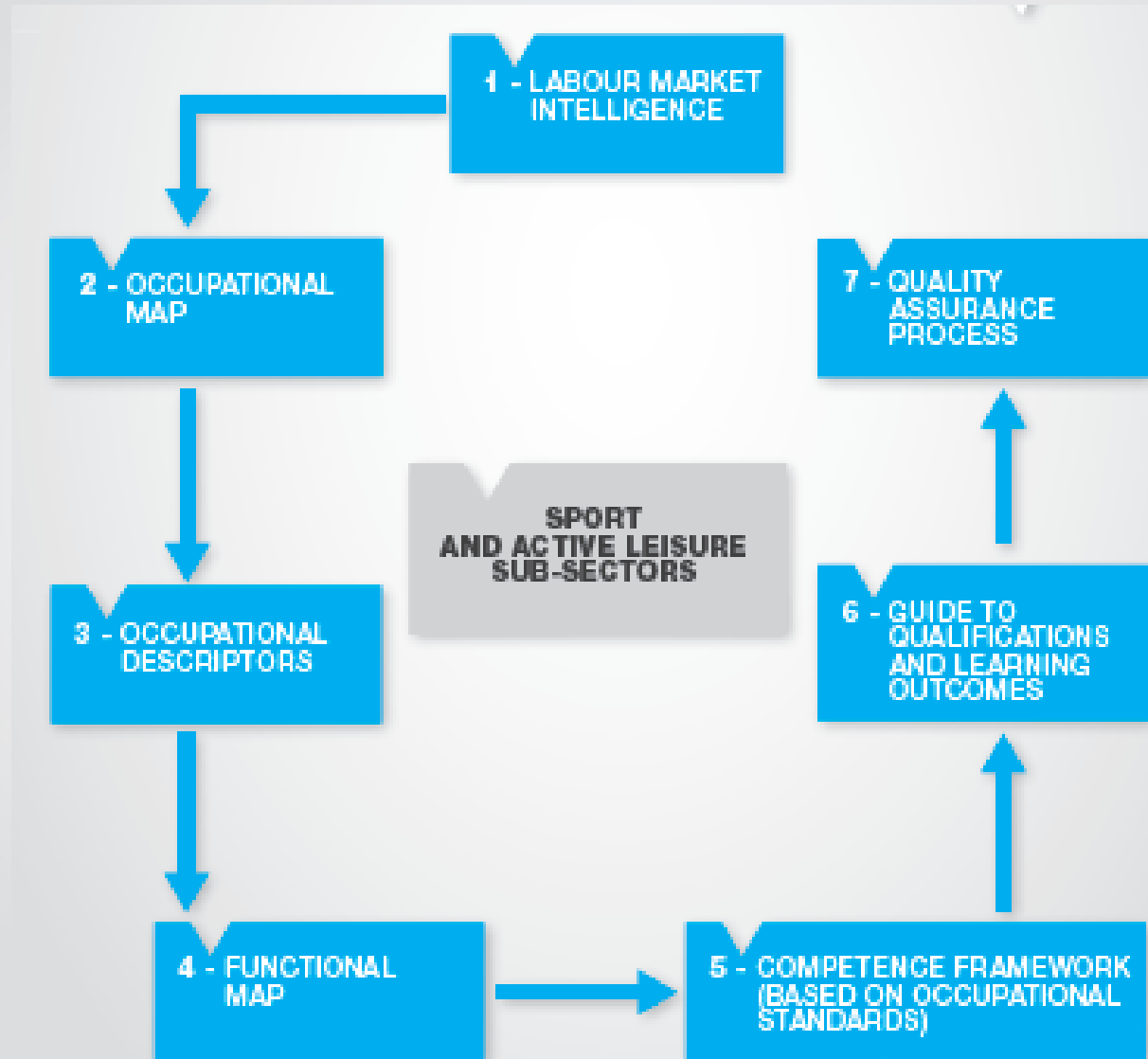
Increase understanding

A strategy for developing the sport sector and for developing a sport education system linked to the labour market

A flexible strategy:

- Can be applied to a sub-sector, sport or an occupation at the European or national level
- Can implement all of the 7 steps or focus on some of them
- Implemented in a way that suits each country or sub-sector

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## Step 1: Labour Market Intelligence

- Research the sector
- Main characteristics, statistics, data on labour market and education
- Collect comparable data and be in position to obtain a precise map of employment for the sector
- Impact of the sector
- Role of an observatoire

- Proper research is often missing from the stages required for quality vocational education and training
- Step 1 ensures link between training to jobs
- Education & training starts from researching the sector
- Conduct research/ collate research

## Discussion

**Examples of Labour Market Intelligence  
from the partners?**

## Step 2: Occupational Map

- Builds on from Step One
- Further refines the research in to the sector
- It includes a review of how the sector is organised to deliver its objectives/targets and how it operates



## Occupational Map, possible headings

- How the sector is organised
- Definition of the sector
- purpose/ objectives of the sector
- participants/ customers clients
- types of organisations
- Organisational structure of the sector
- Activities of the sector
- Key drivers – globalisation, demographics, consumer trends, tourism
- Workforce – seasonal, career profile, skills needs
- Main jobs, related jobs

Example from golf

## Step 3: Occupational Descriptors

- Job descriptions
- Identify the key tasks and attributes which relate to a specific occupation
- Including the EQF Level attributed overall across Europe.
- Look at similarities and differences between jobs
- Surveys and focus groups of practicing professionals to identify overall task and activities undertaken

Example from Golf

## Step 4: Functional Map

- A short document that defines the main functions of a sector or a sport
- The map provides a representation of necessary functions in work environment
- The map starts with a Key Purpose and would normally expand through Key Areas, Key Roles to Key Functions each level in more detail than the last.

## **Functional maps should provide:**

- A complete breakdown or analysis of all the functions that need to be carried out in a sector
- A model of good practice
- The starting point for developing occupational standards

Example from golf

**Key Purpose**

**Enable everyone to develop and maintain their health and fitness by providing and monitoring safe and effective services and products that meet individual's needs, cater to their abilities and help them achieve their potential.**

**Key Areas**

- A.** Provide fitness professionals and facilities that will meet people's needs, abilities and potential.
- B.** Provide and develop exercise and fitness services and products for individuals
- C.** Provide a safe and quality experience for individuals
- D.** Support continuing professional development

**Key Roles**

- A1.** Plan the exercise and fitness business
- A2.** Initiate the exercise and fitness business plan
- A3.** Manage the exercise and fitness business
- A4.** Review the exercise and fitness business
- A5.** Administer the exercise and fitness business
- A6.** Establish, maintain and develop business relationships
- B1.** Promote and sell exercise and fitness services and products
- B2.** Educate healthy adults by providing exercise and fitness...
- B3.** Educate special populations by providing exercise and...
- B4.** Research and develop exercise and fitness services...
- C1.** Maintain safety within the facility
- C2.** Provide and improve customer service
- C3.** Provide and maintain quality equipment and facilities
- D1.** Continue to develop own professional skills and knowledge
- D2.** Develop the professional skills and knowledge of others

### Step 5: Competence Framework (Based on Occupational Standards)

- Occupational Standards
- Performance Criteria and knowledge, competence to work in the sector
- Developed by the sector, led by employers but with all stakeholders
- Describe what is needed in work, then give that to the education sector to inform courses
- Common understanding of jobs

## Step 6: Guide to qualifications and learning outcomes

- European VET Initiatives
- Links to EQF
- National links to National Qualifications Frameworks
- Credit (ECVET)
- Learning Outcomes
- Assessment Strategies

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- A Learning outcome is the set of competence, skills and knowledge an individual acquired and/or is able to demonstrate after completion of a learning process - CEDEFOP, 2003.
- From the Work Based Competence Framework, a Learning Outcomes Framework will be developed to highlight the skills and knowledge through units of Learning Outcomes required but will should also include the teaching, learning and assessment strategies.



## Step 7: Quality Assurance Process

### ***Accreditation/Verification of an education or training programme:***

*“A process of quality assurance through which accredited status is granted to a programme of education or training, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards” - CEDEFOP 2008*

Vocational Education and Training  
Higher Education  
Individuals through a register

## **Quality assurance:**

Promote cooperation in quality assurance with particular focus on exchange of models and methods, as well as common criteria and principles for quality in vocational education and training.

Copenhagen declaration (2002)

European Network on Quality Assurance in VET

European Quality Assurance Reference Framework for VET (EQAVET)

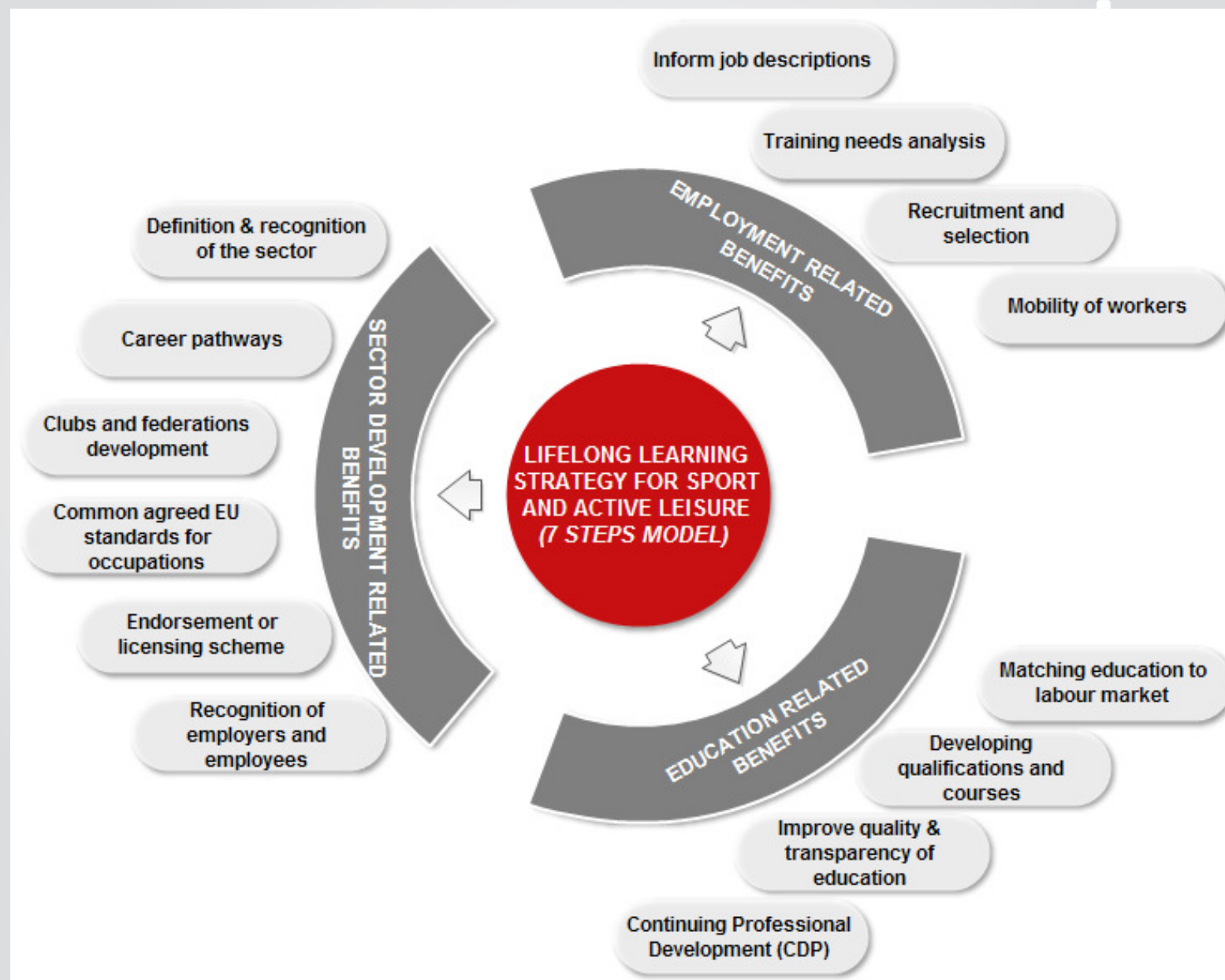
## **European principles for Quality Assurance in VET:**

External monitoring

Measurable standards

Confirmation by competent body that learning outcomes are achieved

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